DOCUMENT RESUME

ED 438 986 RC 022 314

TITLE	Project on Training of Non-Formal Education Personnel: National Workshops in Bhutan, Nepal, and India cum Study Visits Undertaken by Teams of China, Lao PDR and Viet Nam (June 17-July 5, 1998) (APPEAL).
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE	1999-00-00
NOTE	62p.; Photographs may not reproduce adequately.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Community Involvement; Disadvantaged; Elementary Secondary Education; Foreign Countries; *International Cooperation; *Literacy Education; Minority Groups; *Nonformal Education; Outcomes of Education; Pilot Projects; Program Evaluation; Relevance (Education); *Rural Education; *Teacher Education; *Womens Education
IDENTIFIERS	Bhutan; China; India; Laos; Nepal; *UNESCO; Vietnam

ABSTRACT

This report is a summary of study visits plus workshops that took place in Bhutan, Nepal, and India in 1998 within the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL). Three educators each from China, Lao PDR, and Vietnam and educators from the host countries participated. The project aimed to promote literacy and primary education in disadvantaged rural areas and was based on two UNESCO-supported pilot projects: the promotion of primary education for girls and disadvantaged groups in China, India, Nepal, and Vietnam; and the promotion of literacy for youth and adults in Bhutan, China, Lao PDR, and Nepal. Study visit objectives included exchanging experiences through presentations and discussions, observing literacy classes and other nonformal education in the countries visited, contributing experience to teacher training workshops, and offering concrete proposals and suggestions to governments. Among the main issues discussed was the difference among countries in social context and disparities that hinder the achievement of APPEAL. While the urban-rural gap was common to all six countries (those visited and those of study team members), gender disparity was more serious in South Asia, and caste was an important social factor in India and Nepal. Issues affecting the sustainability and potential expansion of initial projects included program quality and relevance to the needs of communities and learners, community participation and ownership, national commitment through concrete policies, and effective planning and management. Research also plays an important role in ensuring program quality, building bridges between intellectuals and the grassroots, and influencing policy makers. Other important issues included the need for coordinated planning and implementation of formal and nonformal education and the overwhelming need for nonformal education of girls and women. Appendices contain a list of participants and activities during the study visit. (TD)

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ED 438 986

APPEAL

PROJECT ON TRAINING OF NON-FORMAL EDUCATION PERSONNEL

NATIONAL WORKSHOPS IN BHUTAN, NEPAL AND INDIA CUM STUDY VISITS

UNDERTAKEN BY TEAMS OF CHINA, LAO PDR AND VIET NAM

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ASIA-PACIFIC
PROGRAMME
OF EDUCATION
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UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
BANGKOK, 1999

UNESCO Principal Regional Office for Asia and the Pacific. Asia-Pacific Programme of Education for All.
Project on training of non-formal education personnel: national workshops in Bhutan, Nepal and India; cum study visits. Bangkok: UNESCO PROAP, 1999.
59 p.

Undertaken by Teams of China, Lao PDR and Viet Nam, 17 June - 5 July 1998.

1. NONFORMAL EDUCATION. 2. COUNTRY REPORTS. 3. BHUTAN. 4. NEPAL. 5. INDIA. I. Title.

374

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Published by the
UNESCO Principal Regional Office for Asia and the Pacific
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand

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AP/99/M/74-300

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Introduction

This report is a summary of study visits cum workshops which took place in Bhutan, Nepal and India from 17 June to 4 July 1998 under the Project on Training of Non-formal Education Personnel within the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL). Financial assistance was provided under the Japanese Funds-in-Trust. The study visits were undertaken by educators from China, Lao PDR and Vietnam to the above three countries. Each country team consisted of three members from both the central government and the district levels.

The project was based on the experience of two UNESCO-supported pilot projects: the promotion of primary education for girls and disadvantaged groups in China, India, Nepal and Vietnam; and the promotion of literacy for youth and adults in Bhutan, China, Lao PDR and Nepal.

The objectives of the study visits were:

- exchanging experiences through country presentations and discussions;
- observing field experience in the countries visited;
- contributing country experience to the training workshops of the host countries; and,
- offering concrete proposals and suggestions to the Government after the study visits.

With regard to the substantive aspects of the study visits cum workshops, participants were reminded of the following issues as observation and discussion points:

- **policy and administration**: planning and management, including monitoring and evaluation;
- **school/learning centre aspects**: quality and relevance of the curriculum, materials and instructors; and,
- **community/parent support**: participation and ownership of the project.

Sustainability and expansion of pilot projects to national level programmes were also issues discussed during the study visits cum workshops. In particular, the pilot projects were concrete cases for discussions on this theme, as these projects have been supported by UNESCO for the past 4 or 5 years and need to be sustained by each country.

This synthesis report prepared by APPEAL is one of the specific outputs of the study visits cum workshops. It consists of country reports of study visit teams, and activities and findings during the national workshops. In the meantime, each country team was requested to prepare a report of the field visit in its own language to be submitted to its own government. Each country team was also invited to submit proposals to sustain and expand the pilot projects and further the innovations at the grassroots level for possible assistance from UNESCO.

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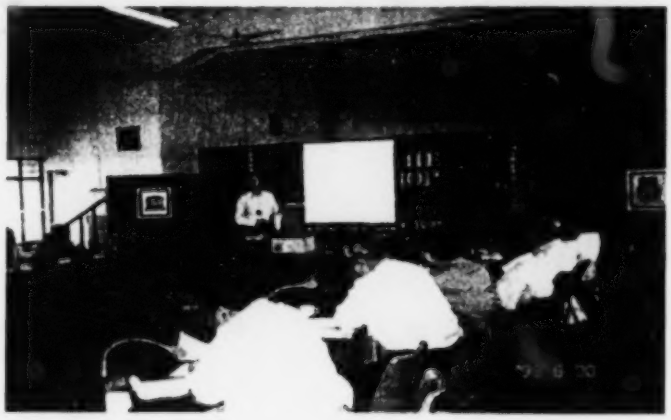
Chapter 1: Country Reports

Chapter 1 is a summary of the country reports of China, Lao PDR and Viet nam. Each country report consists of general information on education, and pilot project(s) currently being implemented under the support of APPEAL.



China

I. General Information on Education

China has a total population of 1.2 billion and an area of 9.6 million square kilometres. The levels of administration from top to bottom comprise the state, province /municipality /autonomous region, prefecture, county and township respectively. There are two kinds of education systems, differentiated according to the number of years given to primary, secondary and higher education, namely 6-3-3 and 5-4-3. The enrolment rate for primary education is 98.8%, and 87.1% for lower secondary education. Since 1980, China has significantly reduced its adult illiteracy rate from 22.2% to 16.3%. In the minority areas, the rate is 19%, 73% of which are female. However, in the world's most populous nation, the absolute number of illiterates remains an astonishing 145 million, with 37.5 million among those aged 15-45. Between the advanced areas and the lowest advanced areas, the gap in the enrolment rate for primary education is more than 1%. The gap in the drop-out rate is 1% for primary education and 3% for secondary education.

The current challenge of the national programme emphasizes quantitative and qualitative improvement. Quantitative improvement means reducing the adult illiteracy rate to 5 % and increasing the enrolment rate for universal basic education (from primary to higher secondary education) to 85% by 2000. In regard to qualitative improvement, combining literacy skills and income generation activities in all literacy programmes, and curriculum reform and implementation for secondary education were goals set for the same year. The main constraints on the programme are irrelevant curricula, unqualified teachers, and lack of funding.

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Throughout the 1990s, China has been actively involved in the following major programmes of the Asia and Pacific Programme of Education for All (APPEAL): Promotion of Primary Education of Girls and the Disadvantaged; Literacy for Youths and Adults in Rural Areas; Literacy for Empowerment of the Poor; and Development of Community Learning Centres.

For the development of these programmes, the following ten areas have been emphasized.

1) Policy reorientation and government commitment

In China, the top priority of educational policy is to reduce the illiteracy rate below 5% among youth and adults by 2000. The government has formulated strategies and regulations for target groups concerning matters such as literacy criteria, post-literacy education, management and co-ordination, and funding.

2) Interdevelopmental co-ordination

The government leadership is committed to co-ordinating nonformal education programmes. There is an institution called the "Co-ordinating Body" which is responsible for co-ordinating nonformal education programmes in China. The Co-ordinating Body is organizing the programmes in areas such as education, public media, culture, agriculture, ethnic affairs, military training, youth affairs, and activities of women's federations and science associations.

3) Operational strategies

The three components of APPEAL projects are closely linked to each other in terms of participation as well as motivation. Rural schools are being used as training sites for **teachers and trainers**. Schools are not just for school-aged children.

4) Curriculum

The content of the nonformal education programme is composed of basic literacy, life skills and income generation. The basic literacy programme includes reading, writing and accounting skills. The life skills programme includes civics, basics of agriculture, sanitation, nutrition and health. The income generating programme is being carried out according to local needs.

5) Delivery

Delivery of the programme is flexible and involves active participation in the development of the literacy skills of the learners. In China, the following strategies are being used.

- Individual training by peer groups
- Contract mechanism in the community
- Public media, China Education TV (60 hour programme)
- Providing the programmes in off season

6) Materials development

The Government is designing a national syllabus for nonformal education programmes. Each province is in charge of the materials development within the framework of the national syllabus and each community is making supplementary materials for the programmes.

7) Funding

We focus on community mobilization in the operations of teachers, spending, and staff training. Since 1988, 13 million Yuan (US$1.6 million) has been allocated to the programmes of **nonformal education** from the central government. As incentives, US$1.7 million annually is offered to 200 individuals and 200 institutions.

8) Teachers/ facilitators

In 1996, the total number of full-time literacy workers was 139,000. Technicians and able youths are also teaching certain skills in communities.

9) Monitoring/ evaluation

In China, a person is considered literate if he or she can master 1,500 Chinese characters (for living in rural areas) or 2,000 characters (in urban areas). These numbers are considered sufficient for being able to read newspapers and books. Examinations are administered to participants to determine their study progress.

10) International collaboration

Following the Jomtien Conference, the Government of China has been committed to expand literacy education in the country. APPEAL/UNESCO/ACCU, UN Population Foundation, and NGOs have also been actively involved in these activities.

II. Pilot Project in Guizhou Province

In Guizhou Province, the Pilot Project on Promotion of Literacy for Youth and Adults was carried out from 1992 to 1996. The project comprised a literacy programme and post-literacy technical training for farmers. This project was introduced in the 15 villages of Maogong, a typical township in south-east Guizhou.

The literacy programme was implemented according to the following process: 1) 1 township-level and 15 village-level cultural and technical schools for farmers were established; 2) 85 literacy classes for illiterate farmers, especially females, were conducted; 3) a task objective-related system of contract responsibilities was developed; and 4) instructional approaches such as group teaching, one-on-one teaching and using visiting teachers were encouraged.

The post-literacy training was carried out according to the following processes: 1) 23 technical courses in 205 classes for approximately 15,000 farmers (including 7,950 women) were offered; 2) 4 local textbooks and 13 loose-leaf materials for technical training with a total distribution of 35,000 copies were developed; 3) a training programme for those who were invited to be part-time teachers in farmers' cultural and technical schools was provided; 4) full use of audio-visual aids in technical training for farmers was implemented; 5) farmers' cultural and technical schools were established to guarantee field practice for learners.

The outcomes of the project were as follows: 1) **The students who had access to UPE amounted to 86 % in 1991, and 5 years later, the rate increased to 98.8 %.** 2) In 1991, the rate of school enrolment in primary school was 74.7%, and 5 years later, the rate increased to almost 100 %. 3) After the project, 96% of the learners claimed that they had adopted one or two kinds of new techniques in their work. 4) Community awareness of the important role of education in socio-economic development has increased. 5) The farmers' per capita income increased from 246 Yuan in 1991 to 760 Yuan in 1996. 6) The birth rate in the communities has been brought under control.

III. Pilot Project in Gansu Province

One other case is the project that was carried out in Gansu Province. In this province, there are 86 counties and 20 minority groups. The population growth is higher than the national average. GDP per capita in Gansu Province is half of the national average. Over three million live below the poverty line, and 2.5 million have no access to clean water.

The enrolment rate in primary education is 97.27%, and in secondary education 65%. Fewer girls are educated than boys. Thirty per cent of children repeat classes. Seventy-four per cent of mothers and 29 % of fathers are illiterate. Around a thousand teachers lack qualifications.

The following eight major factors under the APPEAL project were emphasized: 1) community mobilization, 2) community participation, 3) classes for girls, 4) mobile training, 5) interprovincial communication, 6) national policies, 7) international aid and 8) NGO efforts.

Major problems and constraints are 1) sustainability of ongoing projects, 2) operational policies and strategies, 3) funding capacity, 4) education accountability, 5) community/parent involvement and 6) collaboration with NGO and external donor agencies.

Lao PDR

I. General Information on Education

In Lao PDR, the total population is about 4.6 million. There are 18 provinces in the country. The literacy rate is 64% according to the 1995 statistics. GDP per capita is US$350.

Formal education in Lao PDR is composed of preschool /kindergarten, primary school for 5years, secondary school for 6 years/teacher training for 4 years, and university for 4-6 years. Nonformal education is composed of primary and secondary education. Equivalencies exist between formal education and nonformal education. Students who finish nonformal education can continue in the formal sector. There are 11 departments in the Ministry of Education. The Department of Nonformal Education is one of them, with 3 divisions.

The policy of nonformal education from 1995 to 2000 emphasizes the following seven responsibilities: 1) motivating all people to cohesively and steadfastly undertake nonformal education work; 2) training nonformal education personnel; 3) providing equitable education; 4) facilitating all conditions that create and sustain people's interest; 5) organizing many methods of nonformal education (NFE); 6) supporting many sectors, including government and private agencies, in carrying out programmes; 7) promoting attitudes of love of family, community and nation, as well as clear modern and international thinking.

There are 3 areas for NFE: 1) eradication of illiteracy; 2) upgrading skills for people and government officials; and 3) vocational training. The strategies of NFE in Lao PDR emphasize 1) national literacy campaigns, 2) community learning centres and 3) distance learning.

For eradication of illiteracy, two special curricula have been developed. One is the Curriculum for NFE Basic Education. This curriculum has three levels: Level 1 for eradication of illiteracy (340 hours), which is equivalent to primary Level 1; Level 2, which is equivalent to primary Level 3 (180 hours); and Level 3 which is equivalent to Level 5 (120 hours). The other is the Curriculum for the Eradication of Illiteracy and Vocational Training for Ethnic Women. This is also composed of three levels. The programme includes family life, income generating and civic duties activities.

Regarding the Curriculum for Educational Upgrading for Government Officers, three levels of programmes are being provided. Level 1 is the primary education level for 3 years of study, Level 2 is the secondary level for 18 months of study, and Level 3 is the upper secondary level for 18 months.

The vocational training programmes are being provided according to the interests of local communities. Popular contents are agriculture, animal husbandry, handicrafts, sewing, cloth weaving and food preparation. The period of study varies from at least 30 hours to 300 hours at the most. The programmes are being provided in community learning centres, NFE centres, and vocational and skills training centres.

A curriculum for distance education is being developed through a multi-channel approach involving a combination of radio and print materials.

II. Pilot Project for the Promotion of Literacy for Youth and Adult in Lao PDR

The pilot project was carried out in Salavan province, a southern area which is still recovering from the effects of war. The total population is 256,550, with 132,491 females. It is divided into 8 districts and 715 villages. The literacy rate is 15.3 %.

The project has three specific objectives: 1) to promote literacy for youth and adults in rural areas; 2) to upgrade the capabilities of NFE personnel for the literacy programmes; and 3) to analyze and apply the knowledge and experiences gained to improve the national literacy programme.

The project activities were as follows: 1) literacy skills course; 2) health and basic skills training; 3) development of chicken farming and weaving; 4) training for community awareness and improvement in the quality of life; and 5) a revolving loan scheme for initiating income generation.

The outcomes of the project were as follows: 1) local curriculum and textbooks for villagers; 2) improved participation in community learning centres and awareness of education benefits; and 3) increased income from vocational skills.

During the project implementation, some problems emerged: 1) literacy content did not reflect the daily life of the participants; 2) the social and economic change module introduced by the Government caused cultural problems; 3) slow progress led to slower motivation.

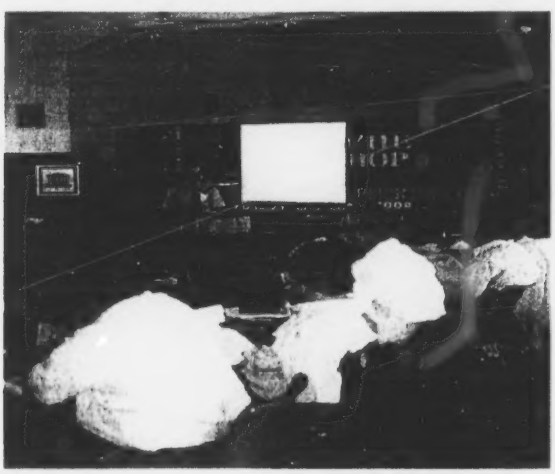
As the result of four years of project implementation, recommendations are as follows:

- Future literacy programmes should give priority to meeting the immediate needs of people in suitable locations and at appropriate times.
- The content of the literacy materials should be concerned with the people's daily life.
- The literacy programme should be closely linked to the vocational training programme.
- The literacy materials should be produced in many forms such as flip charts, brochures, books and posters.
- There should be commitment between the project staff and the target groups for the duration of the project.
- The revolving fund should be used as an incentive for people's participation in organizing their activities more effectively.
- There should be more training for NFE personnel in monitoring, evaluating and reporting in order to broaden their knowledge and experience.

Viet nam

I. General Information on Education

Viet nam has a total area of 329,000 square kilometres and a total population of about 76 million. The growth rate of the population is around 2%. Eighty per cent of the population lives in the rural areas. GDP per capita is US$500 and GDP growth is 8.8%. The literacy rate is 92%. This rate is quite high for Asia, following Japan, South Korea, Philippines and Thailand.



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The national education system is composed of formal education and continuing education. Formal education comprises primary education (5 years), lower secondary education (3 years), upper secondary education/ vocational education (3 years), university, and post university education. Continuing education covers both lower educational levels and higher ones. Our government expects everyone to continue their education, and there is a linkage between formal education and continuing education. For example, continuing education consists of both literacy classes and post-literacy classes. The post-literacy class is equivalent to Grades 4 and 5 of formal primary school. Therefore, those who finish literacy classes equivalent to Grade 3 can enter Grade 4 of primary education. At the secondary education level, complementary education and inservice training is provided, and at the higher education level, inservice training, distance education and correspondence education are available.

There were 317,000 people who attended literacy classes in 1997, and 100,000 in post education classes during 1998. Thirty-nine out of 61 provinces, 405 out of 599 districts, and 8,515 out of 10,266 villages reached the national standards for literacy and primary education universalization. In 1989, the literacy rate was 86%, and has increased to 90% (1993) and 92% (1997).

In Viet nam, there are 61 provinces. Each province has a continuing education centre. At district level, 295 out of 559 districts have district continuing education centres. Throughout the country, there are 54 adult learning and information centres, 5 university-based distance education centres, 200 foreign language schools and 84 higher education inservice training facilities. The goal is to increase the literacy rate up to 96% by 2000.

In terms of administration, the Ministry of Education and Training and the National Committee of Literacy are in charge of literacy programmes at the national level, the Education and Training Service and Steering Committee are co-ordinating the programmes at the provincial level, and the Education and Training Section, Steering Committee, is in charge of the programmes at the district level. At the commune level, there are full-time officials for literacy education.

II. Pilot Project for Promotion of Primary Education for Girls and the Disadvantaged

There are 53 minority groups in the country, living in remote areas where education is difficult. The pilot project to promote primary education for girls and disadvantaged groups was implemented from 1994 to 1997 in four provinces among five ethnic groups: H'mong, Muong, Nung, Chin, and K'Ho. The projects were carried out by the centres for education of girls and ethnic minority groups. The objectives of the centres are 1) to promote the significance of education for girls of these different ethnic minority groups; 2) to prepare selected education curricula, teaching and learning materials to satisfy the girls' and disadvantaged groups' need for education; and 3) to organize activities for parents and community organizations in order to assist girls in primary education.

In the project, 13 schools and 4 girls' education centres were involved. There were 24 classes and 25 teachers, with 896 children participating in the programme and 1,213 receiving project learning materials.

The major activities of the project were 1) developing the curricula and materials for teaching girls of disadvantaged groups and printing these materials for teaching them; 2) holding a course for teachers and specialists in girls' education; 3) teaching the community; 4) preparing the material infrastructure; 5) making desks and seats for classrooms; 6) supplying teaching materials and funds for doing V.A.C.(garden, pond, and stable) work; and 7) testing and evaluating.

For the programmes, two kinds of teaching materials were prepared. One consisted of textbooks compiled and generalized throughout the country by the Government. These are being used in primary schools and literacy education classes. The other comprised materials developed from the general curricula, compiled and printed under the project. These include the following books under the titles of: 1) Necessities for Girls, 2) Techniques of Cultivation, 3) Techniques of Animal Husbandry and Managing Family Economy, 4) Teaching Cooking, 5) Teaching Needlework and Tailoring, 6) Protection Against Some Common Diseases, 7) Two Girls, (8) Buffalo Getting into Opium-Pipe, 9) Bringing Joys, 10) Our Class Doing V.A.C. Together, 11) Vi's Class, and 12) Teacher Handbook.

This pilot project supplied teaching equipment as follows: 1) sewing machines, 2) scissors, thread, needles and tables, 3) labour work tools, 4) cooking utensils and 5) radios and cassette players.

The training kit for instructors includes the following modules:

Module 1: Utilization of Four Walls in the Classroom at Primary School

Module 2: Grouping and Group Activities

Module 3: Teaching the Students How to Learn

Module 4: Learning while Playing and Playing to Learn

Module 5: Selecting and Compiling Local Materials

Module 6,7: Some Procedures for Teaching a Second Language (Vietnamese)

Module 8: Testing and Evaluation in the Teaching/Learning Process

Module 9: Producing Teaching Aids for Primary Schools Using Locally Available Low-Cost Materials

Module 10: Involving the Community in Education Work

Module 11: Educating Girls

Module 12: Environmental Education in Primary Schools

Module 13: Education on Life Skills to Prevent Drug Addiction and HIV/AIDS

As a result of the project, the outcomes were identified as follows: 1) the enrolment rate for girls increased from 1 to 48 per cent at one project site; 2) parents were more interested in and supportive of children's schooling; 3) schools became clean and attractive; 4) the V.A.C. (garden, pond, stable) model has been expanded to schools in poor rural areas; 5) the project was expanded to include more ethnic minority villages; and 6) funds for the project were provided by the Swiss Government, UNICEF, JICA, UNDP, local communities and local governments in 10 provinces.

Chapter 2: Study Visits

Chapter 2 presents the summary of activities in Bhutan, Nepal and India undertaken by the study visit teams, including the background of the countries, main activities undertaken and major findings and observations.

I. Bhutan

The National Workshop on Planning and Management of Nonformal Education was organized in Bhumtang, Central District of Bhutan, from 18 to 22 June 1998. The study visit teams participated in the workshop on 19 and 20 June.

The workshop consisted of: 1) presentation about NFE and the pilot project in Bhutan; 2) presentations by China, Lao PDR and Viet nam; 3) visits to NFE classes, junior high school and community school; and 4) group discussions followed by a wrap-up discussion.

Main activities participated by the study visit teams during the workshop are highlighted below:

1. Presentation and discussion

The following is a summary of the presentation by Bhutan. Country presentations made by China, Lao PDR and Viet nam are summarized in Chapter 1 of this report.

General introduction to Bhutan

Land	:	46,400 km (72% of the land is forest)
Population	:	600,000 (1997)
Language	:	Dzongkha
Religion	:	Buddhism
GNP per capita	:	US$ 570 (1997)
Life expectancy	:	Male – 65.9, Female – 66.1 (1997)

Education statistics (April 1998)

1. Number of schools and institutions

Community schools	115
Primary schools	128
Junior high schools	44
High schools	18
Private schools	7
Institutes	10
Total	322 and 54 NFE Centres

2. Number of students

Community schools	12,695
Primary schools	41,691
Junior high schools	29,502
High schools	11,047
Private schools	1,544
Institutes	1,877
Nonformal Education	1,842
Total	100,198

3. Number of staff

Community schools	317 (305 teachers)
Primary schools	1,248 (1,058 teachers)
Junior high schools	855 (751 teachers)
High schools	561 (386 teachers)
Private schools	79 (70 teachers)
Institutes	436 (275 teachers)
Total	3,526 (2,845 teachers)

Formal education

Formal education in Bhutan starts from age 6 at the one-year preprimary level and is organized as follows:

Grade 1 to 6	Primary Education
Grade 7 to 8	Junior High School (those who pass the exam of Primary Level)
Grade 9 to 10	High School
Grade 11 to 12	Pre-university
University	3 to 4 years

Formal education in Bhutan is free. Unlike other South Asian countries, the number of boys and girls enrolled is almost equal.

The curriculum of formal education is as follows:

Primary: Dzongkha (language), English, math and environment studies, science

Secondary: Dzongkha (language), English, maths, history, geography and science

High School: Dzongkha (language), English, maths, history, geography, science, and economy. Language of instruction in formal education is English. There are several extracurricular activities such as agriculture, forestry, values and SUPW (socially useful productive work).

Nonformal education

Nonformal education was initiated by the National Women's Association of Bhutan (NWAB) in 1992, with co-ordination by the Dzongkha Development Commission. The responsibility was transferred to the Education Division in 1994. The Nonformal Education Section was established under the Education Division in 1996. The current national policy on nonformal education started in 1995.

The main concept of promoting NFE in Bhutan is to provide basic education and functional skills to people who have not had a chance for schooling, not necessarily to prepare learners for job opportunities. The NFE classes are conducted in Dzongkha (national language), unlike formal education which is conducted in English.

NFE classes including the UNESCO-supported pilot project have been functioning since 1992, starting with 10 pilot centres. As of June 1998, there are 54 NFE centres in the country with 1,840 learners. Some centres are attached to formal schools and others are in community halls or individual homes. A post-literacy programme was recently started to maintain and improve the literacy and numeracy skills acquired through the basic literacy programme. The ages of learners are from 11 to 65 years old. Seventy per cent of the learners are female, since many women missed their primary education due to the difficulty in access to schools (currently, the enrolment of boys and girls is almost equal).

Teachers of NFE classes are two kinds: full-time instructors recruited from the community and part-time teachers who work with formal schools. The minimum qualification for NFE instructors is completion of Grade 8. The instructors and part-time teachers receive three weeks preservice training to learn how to deal with adult learners. Retired teachers in a community are also encouraged to become instructors. The monthly allowance is US$30 per month for instructors and $15 per month for part-time teachers.

Materials are developed in workshops participated in by instructors/teachers, using the approach and methods introduced by the Asia-Pacific Cultural Centre for UNESCO (ACCU). Materials are distributed to each district upon request by the District Education Office to the NFE Section of the Education Division.

NFE classes are monitored by District Education Officers whose main responsibility is in formal education.

NFE is fully supported by the Government. International organizations such as UNESCO, UNICEF, UNFPA and Save the Children (U.S.) have provided financial support.

Obstacles encountered by NFE programmes in Bhutan are:

- Although teachers receive preservice training for NFE, teaching adults is new to them and thus not easy. Refresher courses are needed for NFE teachers.
- In order to provide adequate technical support for NFE personnel, resource centre(s) need to be established.
- Exact data on literacy have not yet been collected, which makes planning, monitoring and evaluation difficult.

Interactions

After the country presentations, Bhutanese participants raised the following issues concerning the implementation of NFE, which were addressed by the participating countries:

- How many hours does it take to complete an NFE course?
  - China – depending on the goal of learners
  - Viet nam – 9 months for the basic course
- How can adult learners be motivated to join NFE classes?
  - Viet nam – incentives for learners and instructors are important.
  - Lao PDR – literacy must be introduced with practical skills for improving the quality of life of the learners, and must be relevant to the needs of the target population, e.g., ethnic minorities.
  - China – needs assessment is important to meet the needs of learners, particularly for poverty alleviation and improving quality of life of the target population group.
- How can NFE learners be identified and encouraged to join the class?
  - Viet nam – a national survey is conducted by the Government every four years. Each community makes a plan of action to put children in primary school and put illiterates in literacy classes based on the national survey results.
  - China – it is important not to force but to convince adults to participate in the classes since adult learners are more self-directed than children.
  - Lao PDR – in order to implement government policy to achieve EFA by 2000, national/ provincial/district offices work with relevant organizations such as the women's union and religious bodies to promote participation of adults.

2. Visits to basic education classes

The study visit teams undertook the following visits to observe the activities and to interview learners and instructors there.

Nonformal education classes in Jakar Junior High School

There are two types of courses in this NFE programme, one in basic literacy and the other post-literacy. The programme started in 1995. The current classes began on 3 June 1998. There are 31 learners (25 female) in the basic class and 28 learners (26 female) in the post-literacy class. Currently there are three teachers (1 full-time instructor and 2 part-time teachers). The principal of the school is responsible for overall co-ordination.

The class meets from 5 to 7 p.m. in the classrooms of the junior high school. The basic class is conducted from Monday to Friday, covering basic reading and writing in Dzhongka which is in 30 units of booklets. The post-literacy class is conducted for the learners who have completed the 30 basic units, using post-literacy materials including those covering various quality of life aspects such as sanitation, health and sharing work. The learners can borrow booklets and study at home and then come to class three times a week to discuss the issues in the booklet with other learners. Instructors facilitate the discussion and also clarify the contents of the booklet.

Jakar Junior High School and Jakar High School

Jakar Junior High School covers the levels from pre-primary up to Class VII. The total number of students is 900 (434 boys). Since formal education is free in Bhutan, students have to pay only nominal fees of NU 105 (US$ 2.50) per year as school welfare fund and token fee. The study visit teams joined the morning assembly of the school where several speeches were made including a student claiming the importance of drug abuse prevention.

Jakar High School has 527 students from Grades 8 to 10. Out of 527 students, 62.8 % go on to Grade 11, i.e., pre-university education in Bhutan. There is a boarding facility for students from remote areas. Currently 50 students are in the boarding facility.

Community school

A community school was established in April 1998 in Zangtherpo community which has 112 households. A community is a smaller administrative unit than a village. (The administrative hierarchy is as follows: national-district-block-village-community.) There are 180 students from pre-primary level to the 3rd grade. There is one school building with two classrooms. Another building is under construction. Because the school started only recently, there were no desks in the classroom. Students were studying on the floor.

The procedure of establishing a community school is as follows:

- The District Development Office informs the communities about the community school.
- Communities submit proposals to the District Development Office.
- The proposals are sent to the Education Division of the central Government.
- The Education Division decides the support of schools and provides the design and materials for construction.
- The community constructs the school with the help of local carpenters.

The school is a branch of the local high school, and so it uses the same curriculum and materials as any formal school in Bhutan. The two teachers were transferred from other schools in the district to this school.

Nonformal education classes for community people will be conducted in the school soon.

3. Further interaction

After the field visits, participants were divided into the country teams and had a group discussion with the Bhutanese participants to exchange views on common issues and also share their unique experiences in the country. The following is a summary of the discussion in each group.

Group A (with China)

- Reading materials for post-literacy should meet learner needs, have variety and have continuity with basic literacy materials.
- An income generation programme is an important component of an NFE programme.
- An NFE programme should meet the needs and be relevant to the local situation.
- An NFE programme should acknowledge the traditions and customs of the community, but it should also encourage changes of bad habits for a better life - e.g., using toilets for better sanitation.
- In the case of China, basic education and adult education are combined.
- It is a waste of resources if the NFE personnel cannot change the quality of life of learners.

Group B (with Lao PDR)

- The procedure for identifying learners in NFE programmes in Bhutan is clarified as follows: the school management board (consisting of head of village, District Education Officer and principal) conducts a survey on the community literacy rate and identifies the people who are interested in the class. A list of candidate learners is screened by the District Education Officer and then submitted to the NFE Section for approval.
- The role of the District Education Officer in Bhutan is to be responsible for the arrangement of materials, implementation of literacy programmes, and the monitoring and evaluation of learner achievement and also teachers.
- Revolving funds for learners are widely used in Lao PDR. The introduction of this idea has been discussed in Bhutan to see whether it is operational in the community and sustainable in the long run.

Group C (with Viet nam)

- The curriculum of NFE in Viet nam is formulated at the grassroots level, and so it varies among districts that are urban or inhabited by ethnic minorities.
- Importance of basic vocational skills in NFE was emphasized.

- Co-ordination between NFE and formal education will be needed in Bhutan to maintain learning skills after finishing the basic course.
- NFE materials in Bhutan are good and can be used in Viet nam for literacy classes for ethnic minorities.

4. Wrap-up of the sessions in Bhutan

One of the main issues discussed during the sessions in Bhutan is the quality and relevance of curriculum and materials for learners. All of the countries stressed that the NFE programmes should meet the needs of local learners. Curriculum and materials need to be developed to solve the immediate problems of the target population based on the results of appropriate needs assessment.

In order to make the curriculum and materials relevant to local needs, part of the management of the NFE programme should be decentralized to local district offices and personnel. However, there is no single formula for decentralized management that applies to all community-level EFA programmes. A specific mechanism needs to be developed in each district, the consequence of which is the importance and necessity of building the capacity of personnel at the district level to assume this kind of responsibility.

Another important aspect of successful NFE programmes is community participation and ownership. Since NFE is outside the formal system, there is always a danger that the programme may not be continued especially when it is operated under fixed term project(s), or if the funding is from external donors. While government commitment and support are important for sustaining NFE programmes, community support and ownership are very crucial to make the learning part of community activities. The strategy for establishing community schools in Bhutan provided a good case of community involvement in basic education.

One of the challenges faced by NFE programmes in Bhutan is the co-ordination between formal education and NFE, particularly the integration of the two programmes. While formal education is conducted in English, NFE is conducted in Dzongkha. This enables NFE learners to continue their study under the formal system. There are already demands from some NFE learners for studying in English, and so this problem will need to be considered by the Government, namely whether the language instruction will be unified or if there will be bilingual education.

The lack of exact literacy data is a problem for effective planning, management, monitoring and evaluation of NFE programmes in Bhutan. Since District Education Officers supervise NFE classes, they can undertake this task if adequate tools are developed for the purpose.

UNESCO is requested to facilitate further the exchange of experience in NFE between the countries, particularly practical knowledge and methodologies at the grassroots level. This is important for Bhutanese personnel since NFE is relatively new in the country.

II. Nepal

The activities of the study visit teams in Nepal from 22 to 28 June were three- fold:

1. Briefing about basic education in Nepal and the Basic and Primary Education Project (BPEP) on 23 June.
2. Field visits in Pokhara (23 - 25 June).
3. Workshop in Dhulikel on 26 and 27 June focusing on planning and management of nonformal education consisting of: presentations of two pilot projects; presentations by study visit teams; lecture and discussion about planning and management of NFE; and group discussions and wrap-up.

After the above activities, the teams visited the National Resource Centre for Nonformal Education, and CERID, Tribhuvan University.

1. Overview of Basic Education in Nepal

General introduction to the country

5 regions and 75 districts

Area : 147,181 km

Population : 21,170,422 (1996)

GNP : US$ 220 (1996)

- mountainous and agricultural (17% plains)
- 82.6 % of population is agricultural
- literacy rate is 48 % (male 66%, female 30%)
- national goal is 67% literacy by the year 2000, 70% by 2002

Primary and secondary education

Primary education is 5 years of schooling, the minimum entry age being 6 years old. The rationale of primary education is to provide comprehensive literacy for imparting life values and basic skills to children.

Lower secondary education comprises Grades 6 to 8 (three years) and secondary education follows from Grades 9 to 10. The school leaving certificate (SLC) examination is held at the end of Grade 10. Higher secondary education (Grades 11 and 12) was introduced in 1992. This level has specialized subjects such as science, commerce, humanities and education. There is also technical education at this level.

Nonformal education

The Ministry of Education has taken a liberal stance to facilitate the development of nonformal education with the active involvement of NGOs and INGOs, as well as other public and private social organizations. The National Non-formal Education Council was established in 1992 to make policies and to co-ordinate work related to nonformal education including management of national-level NFE programmes.

There are three agencies in the Government which are carrying out nonformal education programmes in Nepal. They are the National NFE Council, the Basic and Primary Education Project (BPEP) and the Nonformal Education Unit of the Ministry of Education.

The NFE Council supports implementing various NFE projects such as the project for extending education to females, the pilot project for promotion of literacy in Salalhi and the pilot project for girls and disadvantaged groups. The targets and age groups are:

- out-of-school children (8-14 years) – 9 months
- adults (12 - 50 years) – 6 months
- female adults – 9 months
- post-literacy programme

2. Basic and Primary Education Project (BPEP)

The first phase of BPEP started in 1992 and was completed in June 1998. The second phase started in July 1998. BPEP covers 40 out of 75 districts, targeting 3.5 million children. However, the curriculum and materials of BPEP will be used in all of the districts. The main objectives of BPEP are to:

1. increase access to primary education,
2. improve the quality of education, and
3. develop the capacity of school principals and district education managers.

Activities under BPEP are as follows:

1. Curriculum and textbook development
2. Teacher training – conducting classes, grade and multigrade teaching, developing materials
3. NFE programmes – more participation of girls/women and disadvantaged groups
4. Women's education – at least one female teacher in each school to encourage girls to attend
5. Special education – special attention to children with disabilities
6. Physical planning and school construction – basic facilities (e.g., toilets)
7. Resource centre development – more decentralized management to supervise basic education in the district - one centre for each school cluster

There have been various achievements of BPEP: good facilities, trained teachers (900,000) in curriculum and materials development, better curricula and materials, more students attending school, better school management.

On the other hand, the following problems were found during the first phase of BPEP:

1 The participation of children (especially girls and disadvantaged children) is still low.

2 Enrolment was high but so was the drop-out rate (only 37% were promoted from Grade 1 to 2).

3 There was no sharp and accountable management system.

4 Education was not always relevant for daily life skills.

Based on the evaluation of the first phase, the second phase of BPEP began in July 1998 with the following objectives:

1. To increase equitable access and raise participation and ownership, including a) planning, management and evaluation, b) flexible school hours for children supporting their families, c) outreach programmes for those who have no access to school, d) programmes for out-of-school children, e) free textbooks for Grades 1-5 and f) preschool education.

2. To raise the quality of educational inputs.

3. To develop managerial capacity and school improvement plans through a) community participation in decision making, b) partnerships between NGOs and village development committees.

In response to the problems identified under the first phase, the following new services will be introduced in the second phase:

1. Early childhood education.

2. A continuous student assessment system with automatic promotion of children to the next grade, replacing testing for promotion. Teacher training, materials and assessment tools are needed for this new system.

3. A new incentive scheme for girls and poor children to be tried out in two districts.

Primary School Curriculum in Nepal

The core curriculum and the weighting of subjects in primary schools is as follows: Nepali,10 points; mathematics, 8; social studies and health, 6 (starting from Grade 3); environment, 6 (starting from Grade 3); English, 5 (starting from Grade 4); physical education, 4; creative expression, 3; optional subjects, 3 (schools can choose from road safety, local languages, knitting and weaving, painting, nutrition, sanitation, environment, paper work, clay work and handicrafts).

The curriculum is developed according to the results of field surveys of communities and interviews with parents, e.g., English is useful for children in tourist areas.

The following numbers of textbooks are developed for the early grades: 3 textbooks for Grades 1-3 and 5 textbooks for Grades 4-6. Supplementary readers, teacher guides and other resource materials are also developed.

The process of textbook development is as follows: 1) select writers, 2) write manuscript, 3) evaluate and edit manuscript, 4) design and illustrate, 5) print, 6) try out in 30 - 300 schools, 7) obtain feedback, 8) revise, 9) get approval from primary curricula committee, 10) get approval from national curriculum council, 11) publish, and 12) distribute nationwide.

2. Field visits in Pokhara, Kaski District

The study visit teams visited Pokhara which is the headquarters of Kaski district and the Western Development Region. Kaski is one of the 40 districts where basic and primary education activities are carried out by the Ministry of Education through BPEP.

Office of District Education Officer in Kaski District

Mr. Harishchandra Yadav, District Education Officer, gave a brief introduction to basic education in the district.

Total population: 320,000

Literacy rate: 46% (male 65%, female 35 %)

	number of schools	number of teachers	number of students
Primary	348 (43 private)	1,500	74,878 (36,762 girls)
Lower secondary	42 (3 private)	369	23,530 (10,576 girls)
Secondary	93 (34 private)	353	9,851 (4,358 girls)
Higher secondary	9 (2 private)		
Total	492 (82 private)	2,222	107,882 (56,186 girls)

- Scholarship programmes

  lower caste 1,200

  - girls 683
  - poor students 171

- NFE programmes
  - NFE Council target: 150 learners
    - 6 months, 25 learners/class, teacher allowance 500 Rs/month, supervisor allowance 700 Rs/month

- BPEP
  - Female I (9 months, 45 classes)
  - Female II (6 months, 10 classes)
  - Female III (3 months, 9 classes)
  - Out-of-school children (10 classes)
  - teacher allowance 500 Rs/month, supervisor allowance 1,500 Rs/month

Main programmes supervised by DEO are as follows:

- teacher training (inservice, multigrade, whole school approach)
- resource centre development (regular meetings on Friday, principal meeting, RC management committee)
- competition (model school, model RC, extracurricular activities)
- rehabilitation of the schools (reconstruction and renovation)
- special education (3 classes for the deaf - 30 students, 3 classes for the blind - 30 students, 6 classes for the mentally retarded - 60 students)
- early childhood classes - 30 classes (25 students per class)

Visit to BPEP Resource Centres

There are 33 resource centres under BPEP in the district. The study visit teams visited the following three centres:

- Bhadrakali Resource Centre

  established in 1986

  24 satellite schools (17 primary, 7 secondary and lower secondary schools)

  147 primary teachers (45 women)

  9,000 primary students (3,400 girls)

  drop-out rate is 7.3 per cent

  education achievement rate is 73 per cent

  adult literacy rate is 72 per cent (much higher than the national average, since the community is urban)

  NFE classes: 3 classes for women (9 months basic and 6 months post-literacy); and 1 out-of school class

  The centre is attached to the local secondary school.

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- Barpatan Resource Centre

  Established in 1985

  16 satellite schools (7 primary, 6 secondary, 3 lower secondary)

  50 private schools

  224 teachers (94 women) - 155 permanent, 70 temporary

  6,409 students (2,870 boys) - many boys go to private schools (fee is about 3,000 Rs per month)

  No NFE classes conducted this year.

- Sorbanok Resource Centre

  Established in 1986

  16 satellite schools (12 primary, 1 lower secondary school, 3 secondary schools)

  80 primary school teachers (62 government teachers, 18 private teachers)

  Private teacher salaries are paid by local communities.

  20 lower secondary teachers (14 government teachers, 6 private teachers)

  9 secondary teachers (7 government teachers, 2 private teachers)

  2,947 total students (1,457 girls)

  Monitoring: monthly supervisor visits to 10 schools to observe teaching and other activities

  Nonformal education classes: 5-6 classes last year

  Compulsory education programme (age 6-10: scholarship programme)

  English is difficult to teach for teachers.

  Completing Grade 10 is necessary to become resource persons.

Functions and activities of the resource centres

The main functions of these centres are:

- to provide inservice training programmes for teachers who graduated from Grade 10 only, the duration being 2 days, 4 days or one month (the training cost is 50 Rs per day and 30 Rs mainly for materials)
- to provide support for special schools, a rehabilitation programme (school renovation) and early childhood development

There is one resource person or supervisor in each centre who supervises about 10 schools per month. Meetings with principals are held 8 times a year to discuss problems, prepare activity plans, plan examinations, and other management matters. The centres organize recurrent training programmes for teachers and supervisors. The centres also organize extracurricular activities, such as games 2 times a year and resource centre exams at 24 schools. The centres also undertake data collection on students, teachers, instruction and physical facilities.

NFE classes are conducted by the centres according to the quotas given by BPEP. For example, Barpatan Resource Centre organized several classes in 1997, but no classes were allocated this year. The maximum number of learners in one class is 25. The facilitators work part-time and are selected from the local community. The curriculum and materials are developed at the central level and distributed to the centres. Assessment of learners is done by an examination at the end of the course, while the assessment of facilitators occurs during visits by supervisors. The centres conduct training courses for NFE facilitators.

The study visit teams also visited one female literacy class organized in a private primary school in Phulbari. The class was held from 7 to 9 p.m. with 15 learners. Since late June is an agricultural season, the class was delayed until the learners came back from their work in the fields. The overall arrangement of the class follows the one for any BPEP literacy class. The facilitator said that young learners learn more quickly than older ones, which made the class management difficult. She also noted that numeracy is difficult for many learners.

Community Development Foundation (CDF)

Mr. Takman, a staff member of CDF, briefed the teams about activities in basic education. CDF is the co-ordinating agency of 22 NGOs in the district working in literacy activities, with funding from UNICEF.

The first phase of the project on nonformal primary education was conducted from June 1997 until April 1998 (10 months). The second phase will commence in September 1998 after the evaluation of the first phase.

Twenty-five classes were conducted in 1997. Each class had 15-25 students. Classroom instruction conformed to the DEO policy and used the national curriculum and materials. Out of 150 students who finished the course, 40-50% continued their schooling in Grade 3 of the formal schools. A problem raised by Mr. Takman was that due to the lack of adequate education data and records in the catchment area, some children attend both formal schools and the NFE class.

CDF also organizes other programmes for children and parents. Under the Child-Child Programme, a meeting was held last year to jointly participate in various activities organized by the children themselves.

Wrap-up of the field visits

At the end of the field visits in Pokhara, each country group presented their observations and comments, a summary of which follows:

Viet nam

- Funds can be raised from various sources such as UN agencies, INGOs and private companies.
- Illiteracy eradication can be promoted through agricultural activities by providing adequate materials.

Lao PDR

- Supervising system through resource centres in Nepal is an effective way to monitor literacy activities.
- An out-of school children's programme is a good way to provide basic education to this particular target population.

China

- Materials used in NFE classes in Nepal are attractive with a lot of illustrations.
- Materials are women friendly.
- A flexible curriculum and timing of NFE classes are useful for encouraging greater participation of learners who work during the daytime.
- Recruiting teachers from the community is a good strategy to mobilize personnel locally.

- Community participation is seen in many projects in Pokhara.
- A common concern with EFA in Nepal and participating countries is to develop the principles of "learning - a treasure within."

3. National Workshop on Planning and Management of NFE

The National Workshop on Planning and Management of NFE was held in Dhulikel from 25 to 28 June 1998. The participants included officials from the Ministry of Education, specialists working with the two pilot projects, university academics and experts from NGOs.

The workshop focused on disseminating the experience of the two pilot projects in Nepal to the national participants and exchanging experiences with international participants. Participants then discussed alternative strategies for planning and management of NFE, which was followed by group discussions about sustainable project implementation. The following is a summary of the discussions during the workshop.

Pilot Project on Promotion of Literacy for Youth and Adults

The project targeted poor agricultural villagers living in Sarahi, a southern plains district with public health problems. Low literacy rates have been prevalent throughout the area.

The objectives of the project were to eradicate literacy, conduct classes for children who never attended school, and develop micro planning and management of NFE in the plains area. The main activities under the project have been: needs assessment, curriculum and materials development, a training package for facilitators, a village readiness programme and conducting literacy classes.

The main outcomes were a new curriculum for the plains area and the promotion of life skills and awareness of health, nutrition and sanitation. The project has also created a positive attitude to social and political activities among participants, especially women. On the other hand, the project was unable to expand to other areas and had only limited UNESCO financial support.

In response to the demand from learners for income generation, a general survey was conducted in 1998 and identified animal husbandry (ducks, buffalo, goats) as a promising area for possible activities.

Regarding project sustainability and expansion, the NFE Council is taking steps to make the project part of the national policy and actions of NFE.

Participants from Sarahi District also reported that 135 classes have been organized by 27 facilitators over the last 5 years. These neoliterate groups have a keen interest in income-generation programmes. As a significant impact of the project, the Sarahi participants emphasized the active participation of women and the usefulness of family education. The Sarahi participants also offered some suggestions to improve the project: the school has to be better supervised, payment for the facilitators should be on a monthly basis, and a variety of income generation programmes should be developed.

After the presentations, the following supplementary information was provided in response to queries from the international participants:

- Two types of primers and charts were developed for the projects.
- The project site was chosen because 1) there were no literacy materials for Salahi (plains area) and 2) the area has a low literacy rate.
- This project also uses the BPEP Resource Centre for training and meetings.
- The literacy rate in the area increased from 26% to 42% after the implementation of the project.
- The household survey in 1998 indicated that another 180 classes would be needed to eradicate illiteracy in the area.
- A special package and incentives will be developed to encourage the participation of those who do not want to join the literacy class.
- Two-thirds of the learners who completed the class were provided with post- literacy materials.
- A baseline survey was conducted to obtain quantitative data for the area, but quantitative changes were not measured during the evaluation.

Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups

The project sites were located in three districts of Nepal, namely Kathmandu, Diraha and Kailali. All were characterized by low enrolments and high drop-out rates for girls. All sites were poor agricultural communities.

The overall objective of the project was to provide a nonformal education structure for out-of-school girls. Through parents, the project also encouraged neo-literates to enrol in the formal school system. A "lead centre" was established to function as a resource centre for learning.

Project activities included the following:

- A steering committee was established to discuss the implementation plans of the project.
- A national workshop on NFE for primary education convened to clarify and plan project activities.
- A management committee and core group were formed at the lead centre.
- A national workshop on NFE learning materials development and curriculum revision convened on the basis of feedback training for trainers.
- Facilitators were trained to run literacy classes.

- A parent education and advocacy programme was formed to promote awareness of girls' education.
- There were skills training classes for income generation.

The main outcomes of the project were as follows:

- 70-75 % of participants enrolled in formal schools after they completed the programme.
- Lead centres have contributed to an educational atmosphere in the community.
- The community people requested the continuation of education activities.
- Some of the skills training programmes are already supported by the communities.

As one of the biggest constraints of the project, it is still difficult for some girls to attend NFE classes because they have to help their mothers at home.

Alternate Model of Planning and Management of NFE in Nepal

The Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, reviewed the current planning and management aspects of NFE in Nepal and made these suggestions to improve the project:

1) Ministry of Education's major features and their limitations

- Distribution of literacy classes made by District Education Officer (DEO) does not always meet the felt needs or enthusiasm of the learners.
- Literacy classes free of charge result in a lack of ownership of the classes by community and learners.
- National-level policy does not have much flexibility in different local areas.
- Although a national curriculum of NFE was recently prepared by the Government, there is no curriculum for local use.
- There are hardly any preliteracy programmes or post-literacy activities except a few offered in formal classes.
- Since the literacy programmes are prepared at the central level, they are not very innovative.
- Due to geographical isolation and transportation hardships, it is difficult for DEOs to monitor and supervise programmes. Because DEOs are not well trained, the supervision often becomes mere inspection.
- Evaluation is often done by the same procedures and methods used for formal education systems.

2) Alternative Approaches to Planning and Management

- Participatory approach
- Needs-based and interest-based approach to programme planning
- Stakeholder approach to programme management
- Partnership approach to programme management
- Action research model of planning
- Lead centre approach (formation of clusters) used by UNESCO's Girls' Education Project

Group discussion

To further the exchange between the study visit team members and Nepalese participants, group discussions were organized by each country team with some local participants. A summary of the discussions is as follows:

a) Group with Chinese participants

- Nature and function of resource centres make them more like a management body than a technical support body.
- China is more politically stable for providing continuous support to the projects, whereas Nepal has undergone frequent political changes.
- Because of the one-child policy in China, more parents are interested in the education of their child.
- In China, people are ready to disseminate and demonstrate project activities; however, since the country is so large and there is lack of expertise, replication of the project is not easy.

b) Group with Lao participants

- It is important to develop a curriculum based on the results of adequate needs assessment.
- Project sites in Laos and Nepal have a similar environment, such as natural diseases, ethnic minorities, agriculture — classes can be organized only in the dry season.
- Community supervisors are useful for monitoring the projects.
- In order to sustain the projects, one must motivate an interested group of villagers.

c) Group with Viet namese participants

- Resource centres in Nepal are well organized in local communities.
- In Viet nam, linkage between formal education and nonformal education is established and emphasized. In Nepal, the nonformal education system exists parallel to the formal education system.

- Nepal has language problems with ethnic minority groups, as does Viet nam. But the context of the problems is different because Viet nam has many more minority groups in the country.
- In Viet nam, raincoats are distributed to the participants before the project is started. The funds from fish farming are used for buying uniforms and learning materials. These ideas are very good for motivating children to learn.

4. Other visits in Kathmandu

After the workshop, the study visit teams visited the following institutions:

National Resource Centre for Nonformal Education, Nepal

The centre was established in 1993 as a Centre for Education for All (CEFA) to support Banepa Municipality's programmes of literacy and universal free and compulsory primary education. Since 1995, the centre has also functioned as the National Resource Centre for Nonformal Education, Nepal, and was selected in 1997 as one of the Literacy Resource Centres (LRC), the network of which is supported by ACCU. A new building was built this year under the support of ACCU.

Mr. T. M. Sakya, President, briefed the study visit members about the following major activities of the centre:

1. There was no NFE curriculum until the beginning of 1998. NRC-NFE developed materials, posters and booklets based on the newly developed NFE national curriculum and the ACCU AJP materials.
2. NRC-NFE has developed an NFE guidebook and exemplars based on ATLP.
3. The Terakoya Movement with the National Federation of UNESCO Association for Japan (NFUAJ) has promoted Community Learning Centres to give empowerment and capacity to community people, who are able to solve some problems but need the help of the Government and other external support to solve others. Community leaders have received training in areas such as water, agricultural skills, and sanitation. A consortium of NGOs in the country working in literacy is also being developed.

Research Centre for Educational Innovation and Development (CERID)

CERID at Tribhuvan University has 70 staff members including 22 researchers. Main activities are seminars and publication. This centre also functions as a repository of education information and data, as well as a centre for NFE, education technology and early childhood education. Support has been provided by UNICEF.

5. Wrap-up of the discussions in Nepal

In Nepal, the study visit teams had opportunities to visit several projects and to share experience with personnel working with literacy projects including the two pilot projects supported by UNESCO. Many participants raised the issue of sustainability of these projects after the termination of support from external agencies, including the Government and international organizations.

In the case of Nepal, there are many project innovations, i.e., activities with fixed term and specific objectives. The challenges are how these successful experiences can be integrated into existing policy and long-term programmes. Intersectoral and interagency exchange of experience through seminars and publications can be useful for effective planning to avoid duplicating the development of similar resources. Without a proper co-ordination mechanism under government leadership, similar types of new projects will appear and die as soon as they lose their funding.

The discussion in Nepal furthered the issue of quality and relevance of NFE programmes. In order to improve these aspects, it was emphasized that technical support is needed from experts in the specific areas. Universities and research institutions can play a crucial role to backstop the work of practitioners at the grassroots level. Researchers and academics do not only provide technical support to the grassroots workers, but can also influence government policy and programmes by presenting research outcomes and suggestions.

In order to mobilize community support and participation, attractive schools and learning sites were emphasized as an important factor. If the school or learning centre can attract the entire community in terms of programmes, facilities and both immediate and long-term benefits, community members will more likely make the school or learning centre an important part of their lives.

Observing the successful experience of others may convince some people, but it is not enough. Learners need to demonstrate the benefits to themselves and their families through actual application and practice. As one participant put it, "Seeing is believing, and having is convincing."

III. India

The programme in India took place in Pune, Maharasthra State, co-ordinated by the Indian Institute of Education (IIE). The National Workshop on Training of NFE Personnel was organized from 29 June to 3 July 1998. During participation in the National Workshop from 30 June - 3 July, the study visit teams shared their experience with Indian colleagues and also observed NFE activities organized by IIE through field visits.

1. Basic education in India

Population	:	935,700,000 (1995)
GNP per capita	:	US$ 340
Life expectancy	:	62 (1996)
Infant mortality	:	73/1,000 (1996)
Literacy rate	:	52 % (1995)
Illiterate population	:	290,705,000 (1995)
Main languages	:	Hindi (40%), Bengali (8%), Telugu (8%), Marathi (7%)

2. Indian Institute of Education, Pune

The Indian Institute of Education is a non-government research institute. It was established in 1948 in Bombay by Dr. N. P. Naik. He conceived it as a dynamic research centre dedicated to the formulation of educational policies and programmes appropriate to independent education. In 1976, the institute was shifted to Pune. It is affiliated to the University of Poona for M.Phil and Ph.D. courses in education.

Education for All and Health for All has been the combined mandate of the institute in matters of policy and planning. It believes that education, both formal and nonformal, and especially the latter, is the best instrument for enabling the people to achieve tangible and sustainable well-being.

Along with research, teaching and training, the institute has built up a sizeable network of education and development organizations. It strives to bring together intellectuals, activists and the people for mutually beneficial interaction.

The multifaceted tasks of the Institute are conducted through eight functional centres. These are like departments of the Institute but enjoy considerable autonomy in pursuing their specific programmes attuned to the Institute's overall goals. Each centre has its own director and funds. The work of the centres is co-ordinated by the Director of the Institute through mutual dialogue and consultation. The eight centres are as follows: 1) Centre for Educational Studies, 2) State Resource Centre for Nonformal Education (SRC), 3) Vidnyan Ashram, 4) Centre for Application of Science and Technology for Rural Development (CASTFORD), 5) G. D. Parikh Centre for Educational Studies, 6) Shrammik Vidyapeeth (Workers' Seat of Learning), 7) J. P. Naik Centre for Education and Development, and 8) Centre for Development of Rural Women.

IIE has produced 250 publications related to EFA including policy-relevant research and interdisciplinary approaches in education. As new trends of IIE, there has been recent research in the areas of social science and education for ageing.

3. Presentation of Indian experience

NCERT NFE training programmes

NCERT has organized training programmes for NFE personnel using a training package first developed in Hindi and then translated into other languages. Training was cascade in nature, taking into account the large number of persons and the short span of available time, i.e., NCERT trained key resource persons (KRP) and then KRPs trained master trainers. So far, 1,300 KRPs, 2,700 project officers, 27,000 supervisors and 270,000 instructors have been trained. NFE personnel from other countries such as Somalia and Sri Lanka also joined the training course organized by NCERT.

Pilot Project for Promotion of Primary Education for Girls and Women

Dr. Usha Naya made a presentation explaining gender issues in India generally, and then activities under the pilot project for the promotion of primary education for girls and disadvantaged groups in Haryana.

The presentation started with the three disparities India has been facing in general and in regard to basic education in particular, namely gender, caste and the urban-rural divide. Dr. Naya also stressed that although NFE is important, universalization of primary education should be the priority for achieving EFA as it effectively halts illiteracy.

The project is located in Haryana, a state where the status of girls and women has been very low due to social and cultural attitudes. It is characterized by low school enrolment for girls. The project consists of the following three activities:

1. Research on girls' education analyzed conditions in the catchment areas.
2. A school-based campaign sensitized and oriented administrators and teachers to gender issues and women's empowerment.
3. Mass mobilization promoted quality and equality in the primary schools.

It was reported that the project has increased the participation of girls in local primary schools. Questions were raised by some participants about the performance and achievement of students after they are motivated to attend school. However, these should be assessed by external evaluators.

Sahaji Shiksha Project

Dr. Priyamvada Singh of Lok Jumbish Parishad, an NGO from Rajastan, described the Sahaj Shiksha project. The project started in 1993 in response to the findings of evaluation and school mapping, recommending that NFE should play a greater role to achieve EFA in a state where the female literacy rate is the second lowest in India.

One of the features of the project is to develop resource personnel through a series of training programmes to backstop activities at the grassroots level. The trained personnel undertake monitoring of project implementation, which provides feedback for the content of the personnel training programme.

3. Field visits

Study visit teams undertook two field visits to observe NFE activities supported by IIE. A summary of the visits is as follows:

NFE class for out-of-school children

Participants undertook field visits to Pavandwari Village in Mavalu, an IIE project site since last year with financial support from the Government. The target area of the project is Thakarwadi hamlet where a group of ethnic tribespeople lives. The total population of the hamlet is 526 (276 females), many of whom are working class. There is one primary school and two preschool classes in the villages. The preschool classes meet in the centre of the village, while the primary school is located outside the village.

The NFE class started in February 1998, using the methods developed by the IIE nonformal education programme. It takes 200 hours to complete the basic course. There are 15 children in the class who work during the daytime, herding sheep or cattle. The class is conducted from 7 to 9 p.m. in the preschool class building. The teachers are preschool teachers and receive Rs 200 per month. Multigrade teaching is used in the class, with children first motivated by play, then organized into small groups for study. Low-cost materials developed with available local resources are used in the class.

The problem with this class is that children sometimes work away from the village and cannot continue class. This interruption of learning has made it difficult for many children to complete their studies during the fixed term of the project. This is a unique challenge compared with other IIE projects.

Vocational education in the Centre for Education and Development of Rural Women in Shivapur Village

The concept of the centre is to sustain the family, which will sustain the community, which will sustain the country. It is believed that without stable families, no community will be stable.

The principle of the programme is to work with the community, not for the community. The planning of the project starts with encouraging community people to speak up about the problems and issues they have. This is an important step particularly for women who are busy with household work and have no time to join community activities.

Through these discussions, the learners identify their needs and find possible activities they may undertake under the project. For example, in the case of income generation programmes, learners go to the market and see what kinds of products they can prepare for sale.

Once the focus and specific themes of the programme are decided, the classes are organized, two-hour academic classes and two-hour skill training classes per week for five months. The topics covered by the programme include food, clothing, nutrition, savings, karate, and agriculture skills. In response to the demands from the community, several classes are open not only for women but also for men.

For the vocational education programme, crafts have been selected on the combined basis of market observation and the preferences of the semi and neo-literate women contacted in Shivapur area villages.

The four crafts being trained are 1) sewing and tailoring directed toward the ready-made clothes market, 2) indigenous and foreign embroidery for adding value to marketable clothing and for producing marketable and exportable decorative furnishings, 3) both hand-knit and machine-knit items for rural and urban markets, and 4) leather articles such as bags, purses, covers and caps.

The courses are at two levels: 1) elementary, and 2) advanced. Each course lasts about 6 months.

This vocational programme includes several other empowerment components such as 1) social legislation, 2) India's Constitution and women's rights and responsibilities, 3) work ethics, production, profits, investments, budgets, marketing standards and credit, 4) women's health, family size, child care, care of the sick, environmental health and hygiene, (5) conflict resolution within group, family, community, buyers and sellers, and one's own mind.

4. Wrap-up of discussions in IIE

Assessment of learner achievement in general and NFE in particular was one of the important discussion points during the deliberations in India. While examination has been adopted in many countries to assess the achievement of learners, heavy competition for the entrance exam has caused serious problems for high school students, particularly in East Asia. Although examinations and tests are considered as objective tools for measuring learning achievement, other aspects of learning should be taken into consideration.

Particularly in the case of nonformal education, achievement should be measured not only by reading and writing skills but also in terms of functionality of knowledge and practical skills obtained in the class, such as those related to health, nutrition, hygiene and income generation. This continuous assessment should be undertaken in a learner-oriented manner, involving the learner's own evaluation and a flexibility of time and pace. In this regard, the role of teachers and instructors is to help learners to assess their own needs and achievements, focusing more on process and development than solely on the outputs.

Indian participants were impressed with the high achievement of literacy in China, Lao PDR and Viet nam, in spite of the experience of war in these countries during the 1960s and 1970s. They noted that while India has the three above-mentioned disparities (urban-rural, gender and caste) that have been obstacles for achieving EFA, in the three countries of the study visit teams these disparities are not as large, particularly caste. Another difference between India and countries of the study visit teams is that China, Lao PDR and Viet nam are more centralized in their administration, which allows the central government to deliver instructions to the grassroots level more easily.

IIE demonstrated to study visit participants how technical support could be transmitted from intellectuals to village classrooms. Specifically, the NFE class using multigrade teaching and low-cost materials gave participants concrete examples of how to effectively manage classes. The concept of working "with people" rather than "for people" in various participatory activities has helped learners to develop the capacity to solve problems. Technical support by research institutions for NFE resource development in terms of curriculum, materials and training was stressed as an important mechanism for keeping the programme's quality and relevance to specific local needs.

Another role of IIE, as a unique nongovernmental organization, is to develop recommendations and suggestions for the Government, being autonomous and free of its influence. This function was recognized and praised as an important way to influence policy and decision makers through the presentation of scientific research results. The network IIE has established with other similar research institutions in the country was also found to be important for strengthening the exchange of experiences and innovations from the field.

IV. Appraisal of the Study Visit

In concluding the study visit programme, there were discussions with the participants during the evening of 3 July 1998 in Pune while waiting for the plane to Delhi. A summary of the appraisal is as follows:

1. Overall impression of the study visit

- innovative approach by combining regional, national and grassroots level activities
- joint research and training
- through the visits, information was obtained from the grassroots level
- time for relaxation and leisure needed during the trip
- clear directions needed before each activity
- this arrangement (combining study visits with workshops) can be followed by each country at the national level

2. Lessons learned for recommendations to the Government

China

- linkage between girls' education and women's education is necessary to further promote EFA in the target areas of the project
- involvement of NGOs and research & professional institutions is necessary
- illustrated materials for literacy should be developed, particularly for income generation and poverty alleviation programmes
- further studies on NFE and literacy are needed

Lao PDR

- attractive local materials are needed for basic education (observation from Bhutan)
- use of formal schools for NFE programmes (observation from Bhutan)
- establishment of community schools, supported by the community (observation from Bhutan)
- function of resource centres as distribution centres for materials and training (observation from Nepal)
- centre for supervisors and teachers (observation from Nepal)
- effective planning and management of NFE (observation from IIE)
- co-operation between Government, NGOs and UN (observation from IIE)
- function of community learning centres - e.g., motivating learners, providing basic skills and conducting multigrade teaching (observation from IIE)

Viet nam

- mobilize more resources for implementing NFE programmes
- organize an international seminar on adult education, inviting Bhutan, India and Nepal to exchange ideas and experiences
- conduct surveys in Mekong River delta and mountainous areas to get the exact number of illiterates
- improve management of projects, particularly literacy and vocational training

3. Suggestions to UNESCO for future action

- training of staff - e.g., management, monitoring
- regional standards should be developed for literacy and primary education
- guidebook to materials development
- periodical information in the form of reports and other publications
- case studies and action research in areas that had an impact on this particular study visit
- support for national-level exchange programmes such as interprovincial/district study visits cum workshops
- support for training of provincial and district-level practitioners, using videos to present grassroots experiences to audiences elsewhere
- support for development of materials and curriculum at the local level
- training of personnel using current technology

Chapter 3: Conclusion

This chapter presents the major findings and lessons learned from the study visits cum workshops which took place in Bhutan, Nepal and India from 17 June to 4 July 1998, with regard to the following two aspects: organization of the study visits, and main issues discussed concerning NFE programmes.

1. Organization of the study visits

The study visit programme was arranged to satisfy the following requirements:

Support among the study visit members: Each country team consisted of three members, who provided each other with support through the discussion and confirmation of their observations during the country visits. Since English is a foreign language for all participants, this arrangement helped to reinforce the information obtained during the programme.

Active interactions: Since the study visits were hosted by national workshops, there were various participants from the host countries, not only government officials but also university academics and specialists from NGOs. This variety of participation mobilized active interactions with study visit team members. While introductory presentations were made during the plenary sessions, intensive discussions were carried out in small groups and during the field visits to ensure the active participation of each member.

Flexible programmes: APPEAL gave participants an overall framework and objectives and left the specific objectives with each country team and its members to meet their different needs. While most training workshops demand that participants who have different needs and capacities meet the common expectations of the workshop programme, the programme this time tried to meet the different expectations of participants.

Outcomes and impact: As the main outcome of the study visits, each country team was requested to submit its report to the Government including concrete suggestions and recommendations. The impact of this programme will be measured some time later by examining whether and how much the findings and suggestions have been put to use in the country at the policy and programme levels.

2. Main issues discussed during the study visits

The following are the common issues discussed and identified during the study visits programme concerning the promotion of literacy and primary education in disadvantaged rural areas.

Country context: Through the exchange between study visit team members and their counterparts in Bhutan, India and Nepal, the first impression was the difference in social context and disparities that hinder the achievement of EFA. While the gap between urban and rural areas is common to all six countries, gender disparity is more serious in South Asia, and caste is one of the factors determining the social environment of individuals in India and Nepal.

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Sustainability: One of the main themes of this study visit programme was the sustainability of pilot projects and the expansion of these small-scale initiatives for larger scale implementation. Although there is no single formula for sustaining small-scale projects, the following important issues were identified during the study visits: 1) quality and relevance of the programme and personnel; 2) community participation and ownership; 3) policy; and 4) effective planning and management. Details of these aspects are discussed in the following paragraphs.

Quality and relevance of the programme and personnel: Literacy programmes should be relevant to the needs of the community and learners. The process of needs assessment and programme development regarding curriculum and materials has to be undertaken together with the participants, not by the external experts "for the learners." Teachers should also play an important role in helping learners to develop their capabilities rather than preaching to the class. As the learner-centred approach is often mentioned as an effective strategy in the classroom, the paradigm of traditional teaching-learning may need to be examined and reoriented to put more emphasis on learning than teaching.

Community participation and ownership: Once the community has been mobilized, making the school/learning centre attractive is important in order to keep learners and their families interested in learning. This attractiveness is manifested in various ways, such as usefulness of the programmes or cleanliness of the school or learning centre. When the centre becomes the place where the community will gain some joy, profit and interest, the programmes will become part of the community and will be sustained by themselves.

Policy: Although almost all of the countries have committed themselves to EFA at international and regional conferences, some countries do not have concrete policies to activate their commitments. Concrete plans and programmes can be formulated and effectively implemented only when there are national policies. If not, projects tend to be operated on an ad hoc basis, which cannot be sustained in the long run.

Effective planning and management: Quality programmes and innovations are fully used and delivered when there is effective planning and management from the central to the grassroots level. Although the importance of this aspect has been emphasized, many countries are struggling for better planning and management of basic education programmes. One of the biggest obstacles is the difficulty in co-ordination resulting from the involvement of many agencies, which interferes with efforts at integrated planning and project organization. During the discussion in one of the workshops, this problem was stated as follows: "When there are many managers, the activities may be sustainable but less efficient. When there are fewer managers, the activities may be more efficient but may not be sustainable."

Role of research in ensuring quality and building a bridge between intellectuals and the grassroots: On the other hand, communities alone cannot develop and carry out effective activities. Technical support from education experts is a must, in order to develop good-quality programmes including curriculum, materials and training of instructors and facilitators. Research institutions and universities can play an active role in developing resources for grassroots-level programmes and to become a bridge between intellectuals and community people in need. Innovative approaches are developed through continuous interactions between the theoretical and practical levels.

Role of research in influencing policy: Another important role of research institutions is to present the objective findings of scientific research to the policy makers and decision makers in the Government. It is difficult for grassroots workers to influence government policies, and so the presentation of successful experiences backed by quality research will help change the strategies for implementing basic education programmes at the national level.

Co-ordination of formal and nonformal education: Integrated planning and implementation of formal and nonformal education are important to achieve education for all in the target areas. Neither primary education nor NFE programmes alone can fulfill the required needs of EFA. National policy and its implementation should co-ordinate these two delivery systems. Adequate data collection in basic education is important for the co-ordinated planning of basic education programmes.

Girls and women: Most NFE programmes observed and discussed during the visits focus on basic education for girls and women who are the majority of learners in NFE classes. This shows that many women have missed the opportunities of basic education when they were of school age. The impact of basic education for girls and women will be greater when their needs are integrated into the general curriculum and materials of NFE. While girls' education should be developed in co-ordination with existing primary education, programmes for adult women need to be developed along with the local NFE programmes.

Annex 1
List of the Participants

China

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Annex 2
General Information for Participants from China, Lao PDR and Viet nam

1. Objectives

The main objective of this study visit is to exchange experience in promoting non-formal education among the participating countries utilizing Pilot Projects as concrete examples. The study visit group comprises planners and administrators of non-formal education programmes in China, Lao PDR and Viet nam, and UNESCO staff members. Three non-formal education personnel in each country and two UNESCO staff members will participate in this study visit. The group will attend part of the national workshop on non-formal education which will be organized in Bhutan, Nepal and India.

2. Overall Schedule

The overall schedule for Study Visit is as follows:

16 June 1998	Arrival of Participants in Bangkok from each country
17-22 June 1998	Programme in Bhutan
22-28 June 1998	Programme in Nepal
29 June - 4 July 1998	Programme in India
5 July 1998	Departure of participants for home

A detailed schedule of the programme is attached.

3. Travel Arrangement

UNESCO is making arrangement with the following travel agent to issue an international round-trip air ticket (economy class) for you to arrive in Bangkok on 16 June from your country. We will shortly inform you of further information about this arrangement.

SEA Tours

c/o UNESCO PROAP, Bangkok

tel. (66-2) 391-0577 (ext.154, 165), fax: (66-2) 391-0866

4. Passport and Visa

Participants must be in possession of a valid passport and travel documents to travel to Bhutan,

Nepal and India. PROAP is making necessary arrangements for you, as follows, to obtain entry visas to these three countries.

1. Bhutan and Nepal: visa will be issued upon arrival at the airport. Please bring several passport size photos for this procedure.
2. India:
   - participants from China and Lao PDR have to obtain their visas at the Indian Embassy in each country.
   - participants from Viet nam are not required entry visas.
3. Participants are also advised to contact the Thai Embassy or Consulate in their respective countries to obtain an entry visa to Thailand.

5. Activities during the Study Visit

(1) Overall Programme

Participants will attend part of the national workshops on Training of Non-formal Education Personnel to be organized in Bhutan, Nepal and India. Each Workshop has three phases: 1) exchange of experience, 2), field visits and 3) training of literacy personnel. Participants will attend parts 1) and 2) of the workshop.

Main focus of the workshops in the three countries will be 'Planning and Management of Non-formal Education' at the grassroots level, particularly how the pilot projects are planned, managed, monitored, evaluated and then expanded and sustained. The two APPEAL-supported pilot projects carried out in participating countries are good examples for discussion.

Detailed workshop programmes will be given to you as soon as the host countries have confirmed to our office.

(2) Preparation for the participation

During the part 1) of each workshop, each country team is requested to make a presentation for about 20 minutes to explain about the following matters:

- Country profile
- Non-formal education in the country
- Experience of the pilot project with particular reference to planning and management aspects of the project

As much as possible, please use audio-visual aids for the presentations, such as OHP, video, charts and pictures to make the presentations effective and interesting. Also, please bring materials

of non-formal education programmes related to the presentation.

6. Host Institution

The following are the host institutions of the programme:

Bhutan:

Bhutan National Commission for UNESCO

Ministry of Social Services, Thimphu, Bhutan

TEL: (975-2) 25067, 24712

FAX: (975-2) 25067

Nepal:

Nepal National Commission for UNESCO

Ministry of Education, Kaiser Mahal, Kanipath, Kathmandu, Nepal

TEL: (977-1) 418782

FAX: (977-1) 412460

India:

Indian Institute of Education

128/2 JP Naik Path, off Karve Road, Kothrud, Pune 411029, India

TEL :(91-212) 33-33-36

FAX: (91-212) 33-52-39

7. UNESCO Secretariat

If you have any questions for clarifications about this programme, please contact:

Kiichi Oyasu

Specialist in Literacy

APPEAL, UNESCO PROAP

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Annex 3
Travel schedule for Participants from China, Lao PDR and Vietnam (16 June - 5 July 1998)

Tuesday, 16 June 1998

Arrival of participants in Bangkok from China, Lao PDR and Vietnam (accommodation at the Sri Guest House)

Sri Guest House

No.1 Sukhumvit Road Soi 38, Yak Saengchai, Bangkok 10110

TEL: 66-2-381-1309, 391-9057

FAX: 66-2-381-1662

Wednesday, 17 June 1998

Morning	Leave Sri Guest House at 06:15
	Departure from Bangkok Airport at 07:50 by KB106
	Arrive in Paro Airport, Bhutan at 11:15
Afternoon	Travel from Paro to Thimpu
	Orientation of the programme in Bhutan

Thursday, 18 June 1998

Morning	Travel from Thimphu to Bumthang by car
Afternoon	Break

Friday, 19 June 1998

Morning	Opening Ceremony (separate Programme)
	Presentation of country profile, non-formal education programme from each country team (China, Lao and Viet Nam)
Afternoon	Presentation/discussion on literacy and continuing education for youth and adults especially through non-formal programmes
	Visiting NFE class in Jakar Jr. High School
	Dinner hosted by Dasho Dzongdag

Saturday, 20 June 1998

Morning	Attending/observing school assembly and classes in Jakar Jr. High School
	Visiting Jakar High School
Afternoon	Cultural tour-visiting temples and other place of interest in the locality
	Cultural show by students of Jakar High School

Sunday, 21 June 1998

Morning	Travel from Bumthang to Thimphu by car
Afternoon	Break

Monday, 22 June 1998

Morning	Departure from Paro Airport at 07:30 by KB107
	Arrive in Kathmandu Airport, Nepal at 08:15
Afternoon	Informal meeting
	Sightseeing in Kathmandu Valley

Tuesday, 23 June 1998

Morning	Leaving for Sanothimi
	Orientation of basic and non-formal education programme
Afternoon	Departure for Pokhara field visit

Wednesday, 24 June 1998

Morning	Visiting Community Resource Centre in Pokhara
Afternoon	Visiting primary schools and special needs programme in Pokhara
	Observing non-formal education class

Thursday, 25 June 1998

Morning	Sightseeing in Pokhara
Afternoon	Departure for Kathmandu

Friday, 26 June 1998

Morning	Participating in National Workshop of NFE Personnel in Kathmandu
Afternoon	Presentation of the country profile, non-formal education programme from each country team (China, Lao PDR and Vietnam)

Saturday, 27 June 1998

Morning	Presentation from each team/ discussion of planning and management of non-formal education
Afternoon	Continued

Sunday, 28 June 1998

Morning	Leave for Kathmandu Airport
Afternoon	Departure from Kathmandu Airport at 13:50 by IC 814 Arrive in New Delhi Airport, India at 15:00

Monday, 29 June 1998

Morning	Departure from New Delhi Airport to Pune Airport
Afternoon	Arrive at the hotel in Pune

Tuesday, 30 June 1998

Morning	Participate in the National Workshop on Training of Personnel for Non-formal Education in India (at Indian Institute of Education, Pune) Sharing of experiences from India and China
Afternoon	Sharing of experiences from Lao PDR and Vietnam General discussion

Wednesday, 1 July 1998

Morning	Discussion of issues related to planning, organization and management of NFE for girls and women in India
Afternoon	Orientation of field visit Field visit to the sites i) CE Centre at Bande Wadi ii) Vanita Vikasini, Khed Shivapur iii) NFE Centre, Maval

Thursday, 2 July 1998

Morning — Discussion of field visit

Afternoon — Discussion of strategies for strengthening capacity of NFE personnel

Friday, 3 July 1998

Morning — General discussion

Afternoon — Concluding session

Leaving for Delhi by the evening flight

Saturday, 4 July 1998

Morning — Break

Afternoon

Sunday, 5 July 1998

Departure from New Delhi Airport at 00:05 by TG 316

Arrive in Bangkok Airport at 05:40